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| **Teacher:** | Stacey, Jessica, Amber, and Sara | | |  |
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| **Unit:** | Communities | | **Grade Level:** | 2nd |
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| **Lesson Plan Title:** | | Day 5: Interviewing Community Leaders | | |
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| **Content Area(s)** | *Social Studies* |
| **AnchorLearning Objectives**  **What will students accomplish / be able to do at the end of this lesson?** | Second Grade students will demonstrate knowledge of their surrounding community through creating a portfolio as well as conducting an interview with community leaders. |
| **Sunshine State Standards** (List with brief title: Reading, Writing, Listening, Speaking, & Viewing) |  |  |  |

SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.  
LA.2.5.2.1 The student will interpret information presented and seek clarification when needed; || || ||

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| Student Activities & Procedures *Teacher Activities Student Activities* What learning strategies will be implemented?  How will you communicate student expectation?  What products will be developed and created by students? | *1.)* Students will be introduced by the teacher to a panel of speakers that represent the community leaders in the letters they wrote. For example: Firefighter, Postman, Mayor, Police Officer etc. 2.) Students will be able to ask the speakers questions that are predetermined as well as some of their own. 3.) After the questionaire process, the students will have a better understanding of what each memeber from the panel of speakers do in the community. 4.) The community leaders will leave and we will (as a class teacher-student) fill out the L or "learned" section of the KWHL chart. 5.) The students will then gather all of the things they have made this week and put it into their "burlap bag" as their portfolio. 6.) We will then discuss as a class what their favorite lesson was from the week and what they found the most interesting to learn. |
| **AnchorResources/Materials** | -Interview questions -Community leaders - KWHL chart -"Burlap Bags" |
| **Assessment**  How will student learning be assessed? Authentic/Alternative assessments?  Are you using a rubric?  Informal assessment: participation rubrics, journal entries, collaborative planning/presentation notes | **-The students will be assessed through the creation of their portfolio (burlap bag). This is an example of an Alternative Assessment because it is not the traditional assessment in test form.**  **Supporting explanation:**  This form of assessment is informal because it is just a basic overview of the entire week. They will be participating in group discussion as well as putting together their individual portfolio. |
| **AnchorExceptionalities**  What accommodations do you make for ESOL students, Gifted/Talented students, Learning/Reading disabilities..? | ESOL: Group discussion, using visual assessment vs formal assessment. Gifted/Talented: Being able to create their own questions will help with creativity. Learning/reading disabilities: Visualization with KWHL chart. |